

Student Learning Outcomes

ESL-Noncredit-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

Noncredit ESL does not offer any degrees or certificates outside of internal departmental attendance certificates.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

NC ESL students will be able to:

- effectively communicate at an intermediate level in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. at work, in class, in social settings, etc.
- improve their communication and interpersonal skills in English.
- build a foundation in English with which they can gain new job skills and obtain higher paying jobs.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are informally assessed in all classes through their oral and written answers to questions. At higher levels, students may give a short oral presentation or write a narrative or descriptive paragraph.

All noncredit courses give a promotion test at the end of each semester which include writing.

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

All ESL courses will support critical thinking and appropriate academic behavior by ensuring that the students meet the following outcomes:

- ESL students are learning to think in a new language - they develop skills and vocabulary to respond to different situations at school, in their daily lives and at work. They learn to navigate through a new culture, through a new school system and through their jobs.
- ESL students learn to apply their language skills to intra-personal, interpersonal and intercultural contexts in order to work cooperatively in large and small groups and to show respect to their classmates and teachers.

iv. Problem Solving

A common activity in ESL is to provide students with a "jigsaw" where each group of students research different sets of information about a common problem. By sharing information, asking questions, and filling in missing parts, students are able to solve the problem.

v. Information Literacy

All levels of noncredit ESL go to the Language and Culture Lab twice a month as a class. Here they hone their English skills at the same time they learn to use a mouse and navigate computer programs.

The highest levels of noncredit ESL also use the lab to do basic internet research to prepare for oral presentations.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

N/A

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

N/A

iv. Problem Solving

N/A

v. Information Literacy

N/A

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, they do.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

Noncredit ESL in the lower levels (10-25) have not given students a syllabus since students are

not likely to understand it. They receive the basic information regarding schedule, rooms, holidays and textbooks.

Level 30, 35 and 40 students do receive syllabi with SLOs included.

All students receive a handbook detailing the ESL program and behavioral expectations.

Starting Spring 2010, 100% of noncredit teachers will be giving "syllabi" to their students. They have been given an modified version of the Academic Senate template to use and have been advised to write the SLOs in language that their level of student will understand.

3. Assessment:

i. How often do you assess these SLOs?

At the end of every fall and every spring semester in all of our classes except the VESL and the afternoon classes held in senior citizens centers.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Noncredit ESL has developed promotion tests for each level of its program. These tests are related to the course outline student learning outcomes and critical thinking components generally for the course rather than any specific textbook or teachers materials. All students at each level take the same test. The tests for level 10 and 20 cover listening, reading, writing and grammar.

Over the last three to four years (2005 to 2009) we have tested:

- * 1612 level 10 students
- * 1531 level 20/25 students
- * 906 level 30/35 students
- * 443 level 40 students

Level 10 encompasses three steps from literacy to literate but beginning and students who have some street knowledge but do not know how to put it together yet. Since 2005, there has been a significant increase from a 36% pass rate to 78% pass rate in the writing part of the test.

Listening has always been a strong point for level 10 with an increase from 79% passing to 90% passing. The grammar test had very low pass rates so we revised it to make it clearer and less confusing and the pass rates went up. The reading section pass rate has increased from 74% to 80%. The overall pass rate has increased from 49% in 2005 to 87% in 2009.

Level 20 has two parts (20 and 25) and so students may pass to level 25 or 30 based on the promotion test. The results show overall pass rates of between 54% and 70% with a a three year pass rate of 66%. Listening and Reading have the highest scores (87% and 85% respectively) followed by grammar and writing (51% and 35%). Again, production is lower at the beginning of second language acquisition. In addition, the writing test is not the best test of our SLOs. So we will be revising this part in Spring 2010.

From 2006 to 2009, the test for levels 30 and 35 has been the CELSA test which noncredit also uses for initial placement. The CELSA is a reading/grammar cloze test. Because they were taking the test that we use for placement, we were able to see not only if they passed to the next level, but if they passed even higher.

* 66% of the level 30 students passed the test with 33% passing to level 40 and 14% potentially passing to credit and if not to level 40. (score does not include writing sample)

* 64% of the level 35 students passed the test with 40% passing to level 40 and 25% potentially passing to credit and if not to level 40. (score does not include writing sample)

In Fall 2009 we piloted a new promotion test for these two levels. We are analyzing the results of this test and will revise it for the spring.

From 2006-2009 we have used the credit placement test for the level 40s. The only way a student can move into credit which is the next level after 40 is through this test. It includes the

CELSA and a 25 minute writing sample which is graded holistically with a rubric. 43% of the level 40 students based only on the CELSA passed to level 50 or above. (score does not include writing sample) However, in 2010 we will be creating an additional test for level 40s which specifically addresses 40 level student learning outcomes.

In addition to overall success rates, the teachers do item analyses of specific parts of the tests to see what areas students are having the most trouble with. This information helps guide them to improve their curriculum, choose the best textbooks as well as to see that certain mistakes are constant regardless of the level from 10 to 120.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

The Level 10 grammar test had very low pass rates so we revised it to make it clearer and less confusing and the pass rates went up.

The Level 20 writing test is not the best test of our SLOs. So we will be revising this part in Spring 2010.

We wrote a new promotion test for level 30/35 in the Spring and summer of 2009. In Fall 2009 we piloted the new test for these two levels. We are analyzing the results of this test and will revise it for the spring.

In 2010 we will be creating an additional test for level 40s which specifically addresses 40 level student learning outcomes.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

We assess all our students with the level-wide promotion tests described above.